

School:	Student:	Date:	<b>STAGE OF SCHOOLING:</b>	<b>ES 1</b> <input type="checkbox"/>	<b>S1</b> <input type="checkbox"/>	<b>S2</b> <input type="checkbox"/>	<b>S3</b> <input type="checkbox"/>
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## RECOUNT

*Purpose: to tell something that has happened.*

*The following assessment tasks provide students with opportunities to demonstrate their understanding of a recount and to produce a recount in a meaningful context.*

<b>Assessment Tasks</b> <i>Select tasks to meet the student's stage of schooling and level of language ability.</i>		<i>Teachers should listen for the following common grammatical features of explanation related to the task selected:</i>	<b>Comment on student's work samples to indicate strengths and needs.</b>
	Student writes a recount of a personal or familiar experience, e.g. a family outing, their journey to Australia or a class activity.	<b>STRUCTURE</b> Recounts are organised to include: <ul style="list-style-type: none"> <li>• an orientation providing information about 'who', 'what', 'where' and 'when';</li> <li>• a record of events usually recounted in chronological order;</li> <li>• personal comments and/or evaluative remarks that are interspersed throughout the record of events;</li> <li>• a reorientation that 'rounds off' the sequence of events.</li> </ul> <b>GRAMMAR</b> Common grammatical patterns of a recount include: <ul style="list-style-type: none"> <li>• <b>nouns and pronouns</b> to identify people, animals or things involved;</li> <li>• <b>action verbs</b> to refer to events;</li> <li>• <b>past tense</b> to locate events in relation to speaker's or writer's time;</li> <li>• <b>conjunctions and time connectives</b> to sequence the events;</li> <li>• <b>adverbs and adverbial phrases</b> to indicate place and time;</li> <li>• <b>adjectives</b> to describe nouns.</li> </ul>	
	Student rewrites a familiar text, using pictures of characters or events as stimulus.		
	Student sequences a set of pictures into correct order to write as a narrative or recount.		